

# Michigan Child Care Matters

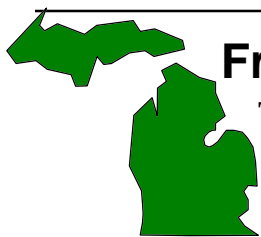


DEPARTMENT OF  
CONSUMER & INDUSTRY SERVICES  
Division of Child Day Care Licensing

## SCHOOL AGE PROGRAMMING

Issue 50 Summer, 1999

**This is our 50th issue! The newsletter started in 1983 as an idea by our Division Director, Ted deWolf. Under the editorial leadership of Judy Levine, Area Manager, it has survived changes in departments, in editorial staff, budget crunches, and name changes. Michigan Child Care Matters has become a valuable resource for providers and licensing staff alike.**



### From the Director

Today, three quarters of all school age children live in families where adults are working. It is now the exception rather than the rule that children between age five and fourteen have a parent available during the hours and days schools are closed. This is to say that school age children in before and after school programs have needs that are not able to be met by parents. Many must rely on whatever programs are available in the child care settings their children attend.

Children are often happier in the hours before and after school if they can be with others instead of being alone. Children feel safe in secure and nurturing environments. Their needs include opportunities to make friends, to play, to explore new talents and skills, and to receive attention and appreciation from caring adults.

Before and after school programs must meet the needs of school age children. Child care providers who care for school age children must develop programs that focus on the needs and interests of this age group. Far too often untrained staff are hired part-time who do not have the requisite skills or knowledge to develop programs for school age children. At a minimum, providers should develop programs that staff can carry out.

From a licensing viewpoint school age programming tends to be weak. By focusing on meeting the needs and interests of the before and after school population, children will be more involved in the program with a subsequent reduction of problems and complaints. Investing time and resources in school age programs will benefit the children and the facility.

Ted deWolf, Director  
Child Day Care Licensing Division

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Care**

## WHAT ARE SCHOOL AGE CHILDREN LIKE AND HOW CAN YOU PROVIDE FOR THEIR NEEDS?

School age children are growing in uneven spurts.

SO...

School age children need to learn about good NUTRITION for sound HEALTH.

School-age children are still young.

SO...

School age children need to feel a sense of SECURITY and belonging.

School-age children are inventive.

SO...

School age children need FREEDOM with guidance.

School age children are looking for rules.

SO...

School age children need a STRUCTURE or routine to follow.

School-age children are self-conscious.

SO...

School age children need COMPASSION, acceptance and understanding.

School-age children are maturing at different rates.

SO...

School age children need adults who respect DEVELOPMENTAL  
DIFFERENCES.

School age children are adventurous.

SO...

School age children need CHALLENGE to hold their interests.

(From: Caring for School Age Children, Scavo et al. Ft. Lewis, WA: Military Child Care Project, 1980.)

## NEWS FROM FIA

### FIA-4025 and FIA-220

- The FIA-4025 form, Provider Verification of Child Care Costs, has been eliminated and replaced with the revised FIA-220, CDC Provider Care Information and Day Care Aide/Relative Care Application, will be used for all CDC providers. The newly revised FIA-220 is used by all providers to verify the child's provider, care schedule and cost of care.

- Remember - If you are going from Family to Group, and receiving FIA payments, call your local 4-C for information on the positive billing system.**

This publication provides topical information regarding young children who are cared for in licensed child care settings. We encourage child care providers to make this publication available to the parents of the children in care or to provide them with the internet address so they may receive their own copy. Issue 43 and beyond are available on the internet.

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## SCHOOL AGE DEVELOPMENT

	5 to 8 Year Old Child	8 to 11 Year Old Child	11 to 13 Year Old Child
<i>Physical Development</i>	<ul style="list-style-type: none"> <li>◆Refines fine and gross motor skills</li> <li>◆Improves over-all body control</li> <li>◆Growth slows</li> </ul>	<ul style="list-style-type: none"> <li>◆Maintains high energy level</li> <li>◆Physical skills impact on status &amp; self-concept</li> <li>◆Girls begin growth spurt</li> </ul>	<ul style="list-style-type: none"> <li>◆Improves coordination</li> <li>◆Masters skills necessary for sports and games</li> <li>◆Boys begin growth spurt</li> <li>◆Girls continue growth and begin to develop secondary gender characteristics</li> </ul>
<i>Social Development</i>	<ul style="list-style-type: none"> <li>◆Increases interest in friends</li> <li>◆Preference for same gender friends</li> <li>◆Shares and takes turns</li> <li>◆Resolves conflicts with words</li> <li>◆Develops self-discipline</li> <li>◆Wants adult approval</li> </ul>	<ul style="list-style-type: none"> <li>◆Concerned about conforming to peer group</li> <li>◆Enjoys competition</li> <li>◆Looks for adult approval</li> </ul>	<ul style="list-style-type: none"> <li>◆Becomes interested in opposite gender</li> <li>◆Looks to peer group for standards of behavior</li> <li>◆Questions adult authority</li> <li>◆Enjoys team games</li> </ul>
<i>Emotional Development</i>	<ul style="list-style-type: none"> <li>◆Begins to inhibit aggressive behavior</li> <li>◆Learns to postpone immediate gratification for later rewards</li> <li>◆Develops sense of humor</li> </ul>	<ul style="list-style-type: none"> <li>◆Wants to belong</li> <li>◆Is sensitive to criticism</li> <li>◆Makes judgements about, and sets standards for behavior</li> </ul>	<ul style="list-style-type: none"> <li>◆Is self-conscious</li> <li>◆Lacks self-confidence</li> <li>◆Worries about judgement of peers</li> <li>◆Is sometimes moody</li> </ul>
<i>Cognitive Development</i>	<ul style="list-style-type: none"> <li>◆Thinks concretely</li> <li>◆Develops stronger memory skills</li> <li>◆Begins to think intuitively (hunches)</li> <li>◆Improves problem solving abilities</li> <li>◆Strengthens language skills</li> </ul>	<ul style="list-style-type: none"> <li>◆Understands cause and effect</li> <li>◆Comprehends time</li> <li>◆Engages in goal-oriented planning</li> <li>◆Enjoys conversation</li> </ul>	<ul style="list-style-type: none"> <li>◆Begins to understand abstract concepts</li> <li>◆Considers and compares problem solving strategies</li> <li>◆Uses logic to approach problems</li> <li>◆Speaks and writes competently</li> </ul>
<i>Suggested Activities</i>	Cooperative games; running, jumping, throwing, climbing & balancing activities; sledding; simple strategy card & board games; 25 to 100 piece puzzles; blocks; long-term arts & crafts projects; creative dramatics; puppetry; making books; environmental awareness activities; gardening; "sciencing"; making collections; singing with rhythmic self-accompaniment	Group & team games; biking; skating; jumping rope; complex board and card games; 100 to 500 piece puzzles; typing; arts & crafts activities; formal drawing instruction; building models; researching interest areas; simple part and round singing; planning for routine center activities, special occasions & fund raisers; writing group rules; cookery; interest clubs; youth organizations; pen pals	Team games; sports skill instruction; aerobic exercise; camping; board and card games requiring abstract thinking; art, writing, music, dance & drama experiences; calligraphy; wood working; needlework; making videos; photography; publishing a newspaper; volunteer service activities; cultural awareness activities; grooming & fashion demonstrations

## “OH NO, MY MOM’S HERE ALREADY!”

Jayne Foster, Director of CAPS Clubhouse  
Cadillac Area Public Schools

I have been the director of CAPS Clubhouse since it's beginning seven years ago. We have grown from an after-school program to a full day program with before and after school sessions, 1/2 day kindergarten care, and full days during school breaks. Over the years, we have fine tuned what we feel makes a good school-age program, where children of all ages and varied interests can have a good time.

**Indoors:** We have evolved from using the gym at an elementary school to having an off-campus site with four rooms available to us. In this space we have:

1. A quiet area where homework can be done individually or with a small group of classmates at tables. A couch in this room provides a great place for reading, chatting, planning projects. Bean bag chairs, a fun collection of books and hand held electronic games round out this room.

2. A small group area with tables for playing one of our 25 different board games or Legos with friends and a self-directed art shelf. Chalk, crayons, colored pencils, markers, stencils, scissors, glue, old magazines and wallpaper books are available for whatever, whenever. One of our most popular activities in this area is our “Hobby Box” selection. In 9 plastic shoe boxes, we have craft/hobby items that can be worked on alone or with a buddy. These include potholder loops, embroidery floss bracelets, pony bead bracelets, sewing, booklets, squiggle writers, origami paper and a how-to book, pipecleaners and perler beads.

3. An organized art table has a planned teacher-run art project almost daily. On Mondays, we paint in both normal and unusual ways (spin art, watercolors and salt, marbles, toy cars, etc). Every Friday we have Sensory Day-play dough, clay, shaving cream, goop. The days in between, we have projects based on weekly themes and clubs.

4. For dramatic play, we use the housekeeping and large block area in a room that we share with a pre-school program. We also offer a different role playing “dress-up” every week. These include:

- *Prom* (long dresses, heels, suit coats, ties, jewelry)
- *Doctor* (lab coats, doctor kit, old sheet bandages, empty medicine bottles)
- *Office* (keyboards, typewriters, phones, envelopes, date stamps, receipts, staplers)
- *Nail Salon* (nail polish, remover, nail files)
- *Pizza Hut* (cardboard crusts, yarn cheese, menus, aprons, order pads, pencils, pop cans)
- *Grocery Store* (empty food boxes and cans, bags, carts, cash register, play money)
- *Dairy Queen* (empty topping jars, ice cream tubs, DQ dishes and spoons, scoops)
- *Camping* (blanket tent, fake campfire, sleeping bags, frying pan, picnic basket)
- *Music Star* (microphones, recorders, harmonicas, bandanas, sunglasses, tapeplayer)

5. For noisy active play, an open carpeted room is used. We have tin can stilts, ring toss, bean bag toss, mini basketball hoop, tumbling mat, hula hoops, jump ropes, hacky sacks, marbles, and a plastic bowling set.

**Outdoors:** Outdoor physical play is also necessary for fresh air and letting off steam, pent up all day in school. Our playground equipment includes a swing set, a slide and a climber. A wide variety of surfaces to play on is a bonus:

- Grassy area for sports, circle games, water play
- Pavement for roller blading, biking, hopscotch, chalk drawing, four square
- Sand for digging, building, burying, volleyball.

At CAPS Clubhouse, we are proud to offer such a wide variety of fun activities to keep any child safe and happy while at our center. It's always a pleasure to hear a child say, “Oh, no! My Mom's here already!” ❖



## MORE THAN JUST A GAME

Catherin Deyo, Child Care Director  
YMCA of Barry County

Participation in group games is an important opportunity in the school age care setting. Children need to spend time outdoors. In addition to keeping active, outdoor group games help children learn to work together, make decisions, and value the game for its own sake, rather than for the winning or losing. Children are also learning the values of honesty, caring, respect and responsibility. Additionally, sports and games learned on the playground can be enjoyed throughout life.

The objective and challenge for group leaders is encouraging all children to participate, adjusting the game as necessary to include multiple ages and abilities, while remaining conscious of the fun factor. Children need to have fun for this program component to be successful. Emphasis should not be put on winning or losing, or best and worst. Competition is not the main objective. Qualities that should be stressed are understanding the sport or game, teamwork, and learning to work through challenges.

In preparing for group games, consider the following factors:

### **Are members of the group ready for the game?**

- Are most of the group physically mature enough to play?
- Are the rules simple enough so that the group can understand them?
- Is the game a familiar one or must it be taught to the group?

### **Are all the members motivated?**

- Will all members get a chance to participate actively?
- Is there an opportunity to rotate positions?
- Have the objectives of the game been clearly explained?
- Does playing the game meet personal needs for achievement, recognition, and satisfaction?

### **Does the game follow a meaningful pattern for the members of the group?**

- Is the game clearly and slowly explained and demonstrated?
- If there are distinct phases of the game, is each part clearly understood before the entire game is played?
- Do players understand the total sequence of the

game?

- Are players permitted to suggest changes in the rules?

### **Are the players participating in activities which are enjoyable?**

- Do players assume their changing roles smoothly and effectively?
- Are the facilities and equipment suitable for playing the game?
- Is the game repeated at a later time frequently enough to enable children to gain a satisfying level of skill and understanding?

### **Are there values in the game which carry over into other phases of living?**

- Does the game build upon previously learned skills?
- Do the players gain skills and attitudes which carry over directly or indirectly into other life situations?

As a group leader the following suggestions will lay the foundation for positive group game experiences:

**Plan all the details well in advance.** Learn the game and enjoy playing it. Your attitude is key to the success of the game.

**Secure the attention of the children before you start explaining a game.** State the name and make the explanation of the game clear, brief, and to the point. Repeat directions until they are clearly understood and give an opportunity for questions. Demonstrate the game before playing it.

**Emphasize the fact that the spirit and enjoyment of the game are in playing,** and winning is of secondary importance.

**Keep things moving in order to maintain interest.** Use variations. Do not play too many rounds of a game. Stop a game at the crest of interest, not after the children have lost interest. Teach one game at a time.

**Be firm, and develop the ability to make quick and accurate decisions.** See that everyone plays and that all have an equal chance.

**Teach games that the children can play under their**



## PLANNING FOR SUMMER FUN

*Brenda Lantinga, Group Day Care Provider  
Kalamazoo County*

Organization is very important in providing quality care for all ages of children. A summer program aimed specifically at school age kids is a recipe for fun. Here's what works for us: routine, physical activity, responsibility, and a whole lot of fun.

There are some things that we do every day, and others on a weekly basis; that's the routine. The kids always know what is going on and what to expect, plus they have calendars to remind them.

A typical week looks like this:

### Monday

- 7:00- 8:00 Arrivals and relaxing, breakfast
- 8:15- 8:50 Morning walk, (approximately one mile)
- 9:00- 9:45 Group games like Capture the Flag, Tag, Ball
- 10:00- 10:45 Indoor play, chores, Sega or video play
- 11:00- 11:45 Lunch
- 12:00- 3:00 Movies at a local movie theatre
- 3:00- 3:30 Snack
- 3:30- 4:45 Swim
- 5:00- 5:30 Get ready to go home, chores (Sega or video play)
- 5:30- 6:00 Go home

**Tuesday** is Beach Day (different beach every week) from 9:00 to 1:00. Then we go out for ice cream at a different shop every week.

**Wednesday** is Lunch Out Day (different restaurant every week) from 11:00 until 1:00.

**Thursday** is Field Trip Day. We go to recreation centers, horseback riding, bowling, bookstores, mini golf, Lake Michigan, water parks, museums, zoos and more. Some of these trips take all day or we just go for an afternoon.

**Friday** is Garage Sale Day. Kids have a chance to earn an allowance for chores done throughout the week. Some examples of chores are:

- Third Grader Photographer
- Fifth Grader Takes dog on walk with us
- Sixth Grader Keeps a Summer Scrap Book
- Seventh Grader Vacuums

The children may use this money when we go to garage sales. Sometimes we take an extra trip on Fridays. We have gone blueberry picking, have had pot luck lunches, and have gone to area parks

for a couple of hours.

When it comes to putting a program together, remember that the more you plan and prepare, the better the program will be and the smoother it will run. Don't forget to be a good listener and treat kids with the same respect you expect from them. ❖



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at (616) 965-3931.**

## SHARING CHILD CARE ACTIVITIES

*Lori Varty, Family Child Care Provider  
St. Clair County*

*It's been the same old day-to-day routine in child care all winter. Now summer vacation is coming and the school-age kids are going to be demanding exciting and interesting activities. But I only have two above 5 years old; it's hardly worth planning big outings and activities. Hey! Dee has several school-age kids, I wonder if she'd be interested in doing some activities and outings together?*

Every child care provider realizes the work involved in planning fun and interesting activities for older children in care. If you are a family home, many times you only have two or three older children in care, whereas a group home may have three times that many. No matter how many older children are in care, making the activities fun and interesting is not an easy task. During school vacations this task may seem particularly difficult. But if you consider sharing your activities with other providers, you and the children in your care will enjoy many benefits.

Sharing activities with other providers offers many advantages:

- Fun for the children and yourself
- Support for yourself and staff
- Sharing the cost of activities, since many activities will have a "group rate"
- Sharing ideas with other providers
- Children in care get to meet other children
- Sharing activities provides "breaks" in the regular routine

Before you start sharing activities with another provider, a lot of planning is required to avoid potential problems. First decide who you would like to share activities with. If you belong to a local child care association, look within that group. Do you have a friend who also provides child care? Remember, consider how many children will be involved. A very large group could be more work than fun. You will also have to make sure that you have sufficient staff for the activity. Use common sense; limits are needed so that the activity remains a positive benefit to the children and is not a burden to any one provider. Find a provider that shares some of the same goals that you have for your own child care business.

Once you have found a provider, or two, who would like to be involved, set up regular meetings to

plan the activities. The meetings can be fun get-togethers over munchies, but in order to be successful, stick to a basic agenda. For instance, summertime is when most of the older children in child care would be available for special outings and activities. So you would need to start planning as early as January for the summer activities. Once you've set a meeting date, everyone attending the meeting must bring a regular calendar, a school calendar, and a list of possible outings and activities.

At the first meeting, set up guidelines for how many children will be involved. Will there be age limits? What will you do for extra staffing? For children who cannot go on outings, will there be staff at home for them? Consider safety, transportation and hours. For an outing, set a limit as to how far you will travel. Can parents/relatives attend? Next, brainstorm possible fun activities and outings. Delegate providers to look into each activity and outing as to cost, times, interest and fun for the children, age appropriateness, directions, safety, amount of time needed to enjoy the activity/outing, special requirements and contact person.

Plan your activities and outings at your next meeting. Understand that at first it will be more of an "experiment" before you find activities and outings that best fit into your child care programs. Be flexible! An activity that does not work one year may need to be modified to be a success another time. When considering the cost of the activity or outing, make sure that no provider is stuck with a financial burden. Many activities can be free. You may want to ask parents to pay all or part of the cost of an activity or outing. Suggestions to raise money could be bottle drives, bake sales and garage sales. If your neighborhood has an annual garage sale, have a bake sale with parents providing the baked goods. If you need extra staff for an activity, look to teenagers or seniors. You may also ask parents or family members to help out, too.

Problems, there will always be problems. So consider all possible problems before you plan an outing and you'll be prepared when they arrive. For example, what about parents who do not want their children to travel? Will they be able to stay in care at your home with staff? What about sick children, or children who have exhibited negative or disruptive behavior on outings? Who will cover the cost of children whose parents do not pay? What about infants and toddlers, do you take them or do they stay at home? Do you have special needs children? And of

*Continued on Page 8*

## Sharing Child Care Activities, (from Page 7)

course, the weather, what if it's not appropriate for what you've planned, do you have an alternative? At your meetings, make sure that you also brainstorm problems while you plan your activities and outings.

As a provider, I have been sharing outings and activities for many years. We put a lot of planning into these outings, but we have had a lot of fun. Some annual outings that we do as a group with great success are: zoos, special theme picnics at local parks, visits to local farms, apple orchards, 4-H fairs and festivals, participating in parades, river boat trips, movies, special "dress up" days. We also plan theme activities at another child care home. These have included: ice cream socials, end of summer party (we rent a pony for the day, have a train ride, an obstacle course with prizes, and the local fire department puts on a safety demo, with fire truck), pajama day, "city-country cousins" (one day we visit a country child care, then the country child care comes to visit the city), and special holiday parties.

Of course there has been a lot of trial and error through the years. We have done some activities that have been of little interest to the children. Some outings have been too far away. And we've scheduled sledding activities and had no snow. But for the most part we have had a lot of fun. Keep in mind that communication is very important for your activities to be a success. Be sure to inform your parents well in advance of the activity. Most importantly, make sure that you keep your own needs in mind. If the provider isn't happy and enjoying herself, then no one will be having a good time!

Ultimately, sharing outing and activities with other providers will be a break in the regular day-to-day routine for yourself and for the children in your care. Children will look forward to the "specialness" of getting together with other children. Parents will appreciate the quality of care their children are receiving. When there is a variety of activities and outings their children will learn and have fun, too. Remember, when you go out into the community with your child care business, you are promoting the importance of quality child care. ❖

## FIELD TRIPS FOR SCHOOL AGE CHILDREN

*Marie Walker, Licensing Consultant  
Grand Traverse County*

School age children enjoy participating in field trips from the planning stage through the review and summary when they return to the center. Field trips may include walking trips to nearby points of interest in the community, as well as trips where children are transported by staff, parents, volunteers, or public transportation.

### Initial Planning of the Field Trip

Survey and brainstorm with the children as to what field trips would be of interest to them. Have children discuss in advance what they would like to learn and see in the community. The theme of the field trip could be an extension of the weekly theme. Bring books or other materials to the center related to the topic of the trip. This way, children's learning will be extended and more in-depth.

### Staffing

For centers, the school age (6 years and older) caregiver to child ratio is 1:20, keeping in mind that you must have a second staff person available when more than six (6) children are present. For homes, the ratio requires one caregiver for every 6 children. It is recommended that licensing ratio requirements be exceeded on field trips. In addition, one person with the group must have current CPR and First Aid Certification for child care centers and group homes.



### Transportation

If the center is responsible for planning and contracting for the field trip transportation, the center must be licensed for field trip transportation.

Prior written permission from parents is required for all field trip transportation. Separate permission must be obtained for swimming and water activities. In addition, it is a courtesy to inform parents of walking field trips in advance.

Vehicles used to transport children must be in good, safe, working condition. Seat belts must be



used at all times. Seat belt capacities for vehicles must be adhered to strictly and used at all times. It is required for centers, and recommended for homes, that staff or volunteers who are providing transportation in their own vehicles, be provided with a first aid kit, as well as documenting that they have:

- a) a valid driver's license appropriate for the vehicle being driven;
- b) not more than 6 active points on his/her driving record;
- c) a list of children being transported in the vehicle and the names and telephone numbers of parents or guardians;
- d) a first aid kit and are familiar with the contents of it;
- e) no fault insurance for the vehicle being used.

It is also recommended that the center obtain a description of the vehicles being driven and the license plate numbers, in case of emergency. Routes and maps should be distributed to drivers prior to initiating the field trip.

### **Food**

If the field trips occur during regular meal or snack times, food should be provided for children, either by the parents, or by the center or home. Take foods that are pre-prepared and not likely to spoil. Make sure that children wash their hands under running water, with soap, before eating their lunch or snacks.

### **Take along**

Be sure to take along the child information cards, including the parent's telephone number for the day of the field trip. A first aid kit is required for centers and recommended for homes. You may want to take a working telephone with you, in case a pay phone is not readily available. If children require medication to be dispensed, be sure to take that along. Don't forget the ever-necessary tissues and wet wipes.

### **Restrooms**

Plan ahead for rest stops. Direct adult supervision of the children should be provided. If that is not possible due to the gender of the caregivers, indirect supervision by stationing a caregiver outside the bathroom door will suffice.

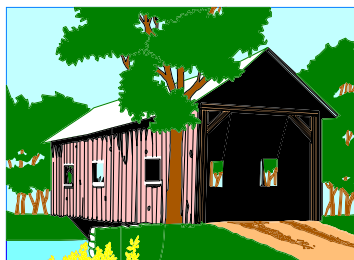
### **Preventing Lost Children**

Count children during various times of the field trip: when you leave the center, when you arrive at the field trip site, and before you leave again. Devise

a system for identifying children in your group. Matching hats or T-shirts work well, but are not required. Caregivers should be assigned to children they know and be responsible for their supervision. Make it clear to the children that they are responsible for staying with their group. When you arrive at the field trip site, designate an area where children may return to if they find they have lost their group. This could be a service desk, a drinking fountain, the ticket stand, or the main entrance. Coach the children to state their name and the name of the child care center or home to an adult who might help them. Advise them to ask for help from people who are employed at the site, or from people in uniforms, such as guards or police officers.

### **Have fun!**

Having additional staff will allow you to experience the joy of the field trip with the children. All of the work of a field trip is worthless if you and the children don't have fun while participating in it. Relax a little bit and allow the attraction to present itself to you. Encourage the schoolagers to explore and ask questions.



### **When you return**

Summarizing and reviewing what happened on the field trip is an important part of the process. Within the next week, children may want to write thank you notes to the people at the field trip venue and the volunteer transporters, write journals, or create projects based on the learning experience. Use this occasion to lead you into other, related topics of study.

### **If you have questions**

Contact your licensing consultant if you have any questions or problems with field trips. If you're concerned about liability, call your insurance agent to make sure you're covered for field trips, or particular trips, like boating and swimming.

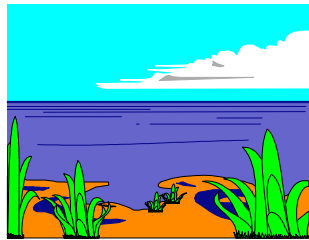
Field trips within your community provide an interesting diversion from the daily routine of a child care setting, and are necessary for the social, emotional, and intellectual development of school age children. With competent planning, staffing, and supervision, field trips can be safe and fun. ❖

## WATER, WATER, EVERYWHERE!

Diane Gillham, Licensing Consultant  
Traverse City

*Did you know that a child can drown in less time, (and in as little as 2-3 inches of water), than it takes to answer the telephone? Irreversible brain damage can occur in 3-5 minutes. Drowning is the second leading cause of accidental deaths of children age 5 and under; and 25% of all drowning victims have had swimming lessons!*

Our state is blessed with an abundance of fresh water lakes, as well as numerous community swimming pools. When the temperature soars in the summertime, our thoughts turn to cooling off. That often means swimming, wading, boating, fishing, or other water-related activities, including water parks.



Child day care regulations in Michigan allow providers, both in homes and centers, to offer swimming and other water activities to day care children. There is a tremendous liability involved, however, and providers are advised to check with their insurance agent, and their child day care licensing consultant, in the initial planning stages. **Day care centers** must be licensed specifically to provide swimming prior to including this component in their programming.

For both day care homes and child care centers:

- ◆ Develop guidelines for each type of water activity offered.
- ◆ Review with everyone prior to the day of the event staff responsibilities and rules for children.
- ◆ Write emergency plans to deal with an accident or injury at the site of the water activity.
- ◆ Make sure there is a working telephone for emergency use at the site.
- ◆ Written permission from the parent of guardian, indicating that the child may participate in the specific planned water activity.

Parents of **child care center** children must also document that their child is capable of meeting all of the following criteria to be considered a “swimmer:”

- ◆ Keep afloat for 5 minutes, by any means possible
- ◆ Swim the length of the pool ( or minimum of

25 yards), using any stroke.

- ◆ Perform both of the above without the use of a flotation device.

Check the water activity area for general safety. Staff need to know that it is clean and safe, as well as the water depth and clarity, current, and condition of the swimming area. In a lake, swimming must occur in a clearly designated area. **Day care home** providers must test the water quality regularly in private swimming pools and use chemicals according to the manufacturer’s guidelines; safety equipment should be accessible. Swimming pools used by day care centers must be approved for public use by the Department of Community Health.

**Day care homes** need to provide direct supervision of children involved in water activities at all times, with required caregiver to child ratios met. This means that at least one adult needs to be out of the water in a location where each child participating in the water activity can be seen. Day care homes must have a CPR trained adult supervising children directly in the water activity area. Children not in the water, but playing in the area, also require the direct supervision of an additional caregiver.

A lifeguard must be on duty whenever **child care center** children engage in water activities. Center staff

Chart 1

RECREATIONAL AND INSTRUCTIONAL SWIMMING Adult/Child Ratios for Swimmers	
Under 2 1/2 years of age	1:1 *
2 1/2 - 3 years of age	1:10
4 - 5 years of age	1:12
6 years of age & older	1:20
<b>STAFF PERSON MUST BE IN THE WATER</b>	

\* R400.5502(4), **Swimming**, requires a 1:1 adult/child ratio for **all in-the-water** activities for children under the age of 2 1/2 years of age.

to child ratios must be strictly followed during swim activities, with staff in the water. For children classified as “swimmers,” the stated rule-related ratios for child care centers apply (see Chart 1) with one criti-

**Chart 2**

RECREATIONAL SWIMMING Adult/Child Ratio for Non-Swimmers			
Water - Lower than Chest High		Water - Higher than Chest High	
Under 2 1/2 years	1:1*	Under 2 1/2 years	1:1*
2 1/2 - 5 years	1:4	2 1/2 - 5 years	1:1
6 years & older	1:12	6 years & older	1:1
PERSONAL FLOAT DEVICE NOT REQUIRED FOR THE ABOVE RATIOS		COAST GUARD APPROVED PERSONAL FLOAT DEVICE REQUIRED	
STAFF MUST BE IN THE WATER			

\* R400.5502(4), **Swimming**, requires a 1:1 adult/child ratio for all **in-the-water** activities for children under the age of 2 1/2 years of age.

cal exception: A 1:1 ratio is required for all children under age 2 1/2 at all times that the child is in the water, regardless of the child's swimming ability.

**Child care centers** must provide additional staffing based on the child's age and depth of the water, when "nonswimmers" are in the water (see chart 2) for recreational purposes. Again, a 1:1 ratio is required for all children in the water under 2 1/2.

Swim classes are to be conducted by a certified YMCA, YWCA, or Red Cross swim instructor. An in-the-water ratio of 1:4 is required for nonswimmers over age 2 1/2 participating in swim classes. Visual supervision must also be provided by at least one adult on deck at all times while children are in the water during swim classes. A child must be in water no higher than her chest; otherwise, a 1:1 ratio is required, regardless of the child's age.

All rules related to field trips must be followed. This includes taking completed child information cards, a first aid kit, and snacks or meals if appropriate. Staff need to supervise children appropriately to avoid sunburn, fatigue, or any other accident that could potentially occur on an outing.

Safety is the watchword in planning child care water activities. Do call your licensing consultant to discuss plans for the summer. Ask for assistance in developing guidelines and emergency plans if necessary. Through thoughtful preparation, accidents will be prevented and your day care children will have nothing but wonderful memories of their summers in Michigan's water wonderland! ❖



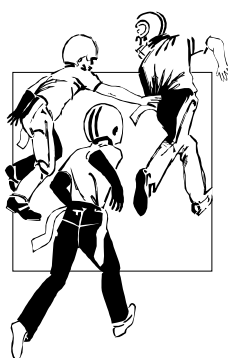
## More Than Just A Game, (from Page 5)

**own leadership**, not only on the playground but also in the backyard and vacant lot.

**Adjust your games to the time of day.** Just before or after lunch, or in the warm mid-afternoon are better for quiet games.

Always keep in mind the fact that games, and the fun they generate, are also an opportunity for the social, emotional, physical and character development of children.

Remember, competition is already a fact of life for the children in your program. It is not competition itself that is bad, but the constant emphasis on being the winner. The leader can take the emphasis off of winning by retooling popular sports or games with simple changes. Soccer becomes Funky Soccer; children spend time chasing and kicking the ball rather than keeping track of the score. Full participation can be encouraged in games that often promote "stars" like basketball or soccer by requiring all members of the team to touch the ball before making a goal.



With a little bit of creativity, along with planning and preparation, everyone can have a great time participating together outside, including the group leader. ❖

### Karing for Kids is Moving!



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